DOCUMENT RESUME

ED 279 453 RC 016 125

AUTHOR Gaumnitz, Walter H.
TITLE Small Schools Are Growing Larger. A Statistical Appraisal. The Rural School Survey. Circular No. 601.
INSTITUTION Department of Health, Education, and Welfare, Washington, D.C.
REPORT NO OE-36001
PUB DATE Sep 59
NOTE 30p.; Tables contain small print. Best copy available.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational History; Educational Policy; Elementary Secondary Education; *Enrollment; Enrollment Trends; Institutional Survival; One Teacher Schools; *Rural Education; Rural Schools; School Demography; School District Reorganization; School Personnel; *School Size; School Statistics; *Small Schools; Tables (Data); Teacher Student Ratio; *Trend Analysis

ABSTRACT

Of all the school distrcts in the United States in 1956, slightly more than one-third (33.4%) enrolled (including nonresident pupils) 15 or fewer pupils in their schools. Half of these small districts did not operate schools. The number of school districts rapidly declined from 127,530 in 1932 to 48,036 in 1958, representing a decrease of 62.3% during that 26-year period. The school districts which disappeared were disproportionately the smaller ones, reflecting both local and county reorganization. In 1952, 65.9% of the districts enrolled fewer than 50 pupils each, and 14.8% enrolled more than 300 pupils each. In 1956 these percentages were, respectively, 60.1 and 20.5. Despite the increase in the average size of the school districts, many of them employed comparatively small teaching staffs. In 1958, 52% of all operating school districts each employed 9 or fewer teachers. The number of such districts declined by more than half from 1948-58 due chiefly to the elimination of many one-teacher districts. In 1956 the average instructional staff was 3.7 for rural elementary schools and 8.7 for rural secondary schools. In 1958, the states reported a total of 25,200 one-teacher schools--only 12.9% of the 1918 total. (JHZ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

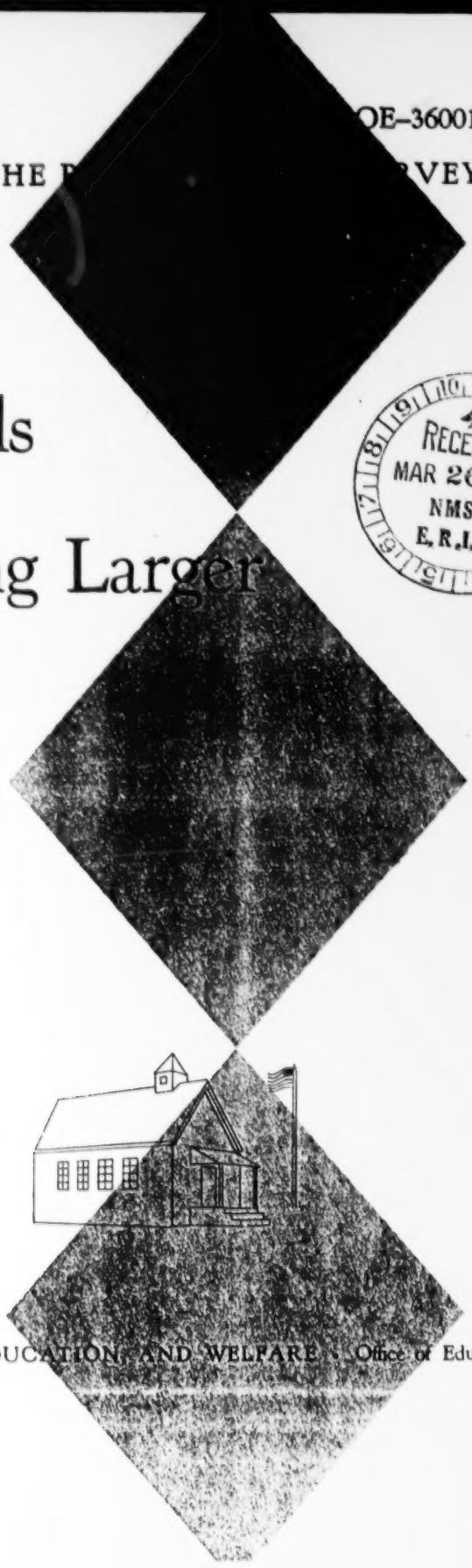
ED279453

OE-36001

THE R[illegible]RVEY

Small Schools Are Growing Larger

A Statistical Appraisal



RECEIVED
MAR 26 1970
NMSU
E.R.I.C.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE • Office of Education

RC016125

HIGHLIGHTS

1. More than one-third (33.4 percent) of all of the school districts in the United States in 1956 enrolled (including nonresident pupils) 15 or fewer pupils in their schools; half of these small districts did not operate schools.

2. The number of school districts has rapidly declined from 127,530 in 1932 to 48,036 in 1958, representing a decrease of 62.3 percent during the last 26 years.

3. The school districts which disappeared were disproportionately the smaller ones, reflecting both local and county reorganization. In 1952, 65.9 percent of the districts enrolled fewer than 50 pupils each and 14.8 percent enrolled more than 300 pupils each; in 1956 these percentages were, respectively, 60.1 and 20.5.

4. Despite the increase in the average size of the school districts, many of them still employ comparatively small teaching staffs. In 1956, the average staff for all school districts was 27; for the rural counties it was 12. In 1958, 52 percent of all operating school districts each employed 9 or fewer teachers, but the number of such districts has declined by more than half during the last 10 years, due chiefly to the elimination of many of the 1-teacher districts.

5. In 1956 the average instructional staff for the rural elementary schools was 3.7; for the rural secondary schools it was 8.7. The average pupil-teacher ratio was below 15 in the rural secondary schools of several States.

6. In 1958, the States reported a total of 25,200 schools of the one-teacher type, but this number was only 12.9 percent of what it was in 1918. In 18 States fewer than 5 percent of all of the schools are now of this type. In 2, more than 50 percent of all schools are still of this type.

OE-36001
Circular Number 601
September 1959

Small Schools

Are Growing Larger

A Statistical Appraisal

RECEIVED
MAR 26 1970
NMSU
E.R.I.C.

Prepared by

Walter H. Gaumnitz
Head, Rural Research and Statistics Unit
Educational Statistics Branch

U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE . . . . . Arthur S. Flemming, Secretary
Office of Education . . . . . Lawrence G. Derthick, Commissioner

UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1959

For sale by the Superintendent of Documents, U. S. Government Printing Office
Washington 25, D. C. - Price 20 cents

BEST COPY AVAILABLE

FOREWORD

THE PRESENT PUBLICATION is the fourth and final document planned for a series entitled The Rural School Survey. Some of the data presented in the present report are based upon, and are supplementary to, the two major survey reports published as Chapter 3, Sections III and IV of the Biennial Survey of Education in the United States: 1954-56. The remaining facts were gleaned from a number of sources, as indicated in the report. The earlier circulars in this series were entitled: (1) Statistics of Public School Systems in 101 of the Most Rural Counties, 1955-56, Circular No. 529; (2) Statistics of Rural Schools -- A U. S. Summary, 1955-56, Circular No. 565; and (3) Selected Indexes of Rural School Finance in the United States, 1955-56, Circular No. 566.

The present study is concerned with the status and trends of the major size factors which describe public education in the United States. The characteristic of rural education, which is most frequently associated with problems peculiar to this field, is smallness — small administrative districts, small school systems, small enrollments, small instructional staffs, and small classes. These smallness factors, however, cannot readily be appraised by themselves. They can be seen only in relation to the total picture. The basic tables here presented, therefore, provide pertinent data by State and geographic regions, which show the overall size indexes and distribution ranges; the text tables summarize certain findings and indicate trends.

The facts compiled should prove to be a useful source of more definite information than has heretofore been provided on the size of school districts, school systems, and school staffs and classes in various parts of the United States, and with special reference to the rural counties. The study shows how these school size factors are related to such problem areas as school organization, administrative practice, and geographic conditions.

Acknowledgements for source materials are due chiefly to the various publications of the Office of Education, the Bureau of the Census, U. S. Department of Commerce, and the Rural Service Division of the National Education Association.

HERBERT S. CONRAD, Director
Educational Statistics Branch

ROY M. HALL
Assistant Commissioner for Research

CONTENTS

TEXT

	Page
Foreword	iii
Introduction	1
Meaning of Rural Education	2
Scope and Plan of this Report	2
Smallness in Rural School Districts by Square Miles	4
Smallness of Rural School Districts by Number of Schools	5
Smallness of Rural School Districts by Number of Pupils Enrolled	6
Smallness of Rural School Districts by Size of Instructional Staff	7
Smallness of Rural Elementary and Secondary Schools	9
Smallness of Classes in Rural Schools	10
Smallness as Measured by 1-Teacher Schools	10
Size Factors in Public Education — Status and Trends	12

TEXT TABLES

A.	Number of school districts by geographic regions and percentage decrease: 1931-32 to 1957-58	13
B.	Percentage relationships in size of school districts by pupils enrolled in 1952 and 1956, by geographic regions	14
C.	Number of one-teacher schools by 10-year intervals, percentage relationships to all schools, and percentage decreases from 1918 to 1958, by geographic regions	15

BASIC TABLES

Page

1. Total number and percent of all counties and operating school districts which are rural, and the number and percent of all counties organized as multi-district and single-district systems, by region and State: 1955-56. 16

2. Selected indexes of size of operating rural school districts compared to all public school districts, by region and State: 1955-56 17

3. Percentage distribution of total school districts, by enrollment size, by region and State: 1955-56. . 18

4. Number and percent of operating school districts employing size of staff indicated: 1957-58 19

5. Selected indexes of size of public elementary and secondary schools in rural counties, by region and State: 1955-56. 20

6. Percentage relationships of teachers in one-teacher schools in 1957-58 to those in 1917-18, to all schools in 1957-58, and to all teachers in 1957-58 21

SMALL SCHOOLS ARE GROWING LARGER—A STATISTICAL APPRAISAL

Introduction

Smallness — small schools, small administrative districts, small staffs — has from the beginning been a major characteristic of public education in the United States. During the early history of the Nation, smallness was an inevitable outcome of an all pervading philosophy that educational opportunities shall be provided to all, despite the fact that parts of the land were largely empty of population. Simple, small, crossroads schools met the basic needs when pioneer homes were isolated and roads were undeveloped. If any educational opportunities at all were to be provided through public effort, then the schools had to be near to the people, and the areas or districts supporting them, of necessity, had to be limited by the distances children could walk to and from school.

Local control was another basic philosophy dear to the hearts of the American people from the beginning. Since by tradition government was achieved through the town meeting, it was natural that local school boards should govern local school districts. These early districts were often only 5 square miles in total area. Such an area elected its own school board, built and maintained a school, employed one or more teachers, fixed the school tax rate, and performed many other functions.

Since the schools were small, it followed that the instructional staff should, in most cases, be limited in size to one or two teachers. Since pioneer life was simple and close to the soil, it was thought that public education should consist chiefly of the skills involved in reading, writing, and ciphering needed for daily life. It was further believed that any teacher who possessed these skills to a degree sufficient to perform them in daily living was thereby fully qualified to teach them to the oncoming generation.

With these traditions firmly established over many years of the early life of the Nation, it is no wonder that smallness has not only persisted but continues to be a dominant characteristic of public education in almost every State. It is natural that the school system which served the American people so well during its pioneer days should not be given up lightly, even though the economy has changed from agriculture to industry, from hand production to automation, and from rural living to urban living.

Smallness as a dominant characteristic of American education is, however, now increasingly being recognized as a problem. It seems obvious that the multitudinous demands now made upon the schools for a wide variety of educational opportunities cannot be fully served by the small, simple school program of the past. Smallness in education is now often regarded as a luxury rather than a necessity. It is thought of by many as a roadblock to the development of a modern program of public education.

As in all other aspects of life, sweeping generalizations are dangerous in the field of public education. There are today many rural communities in which roads are still undeveloped, homes are still isolated, and farming is still a way of life rather than an industry. In such communities smallness in education is widely regarded as a necessity. Moreover, small local staffs continue to have the advantage of knowing the children, their homes, and their parents intimately enough to provide a personal, family-like situation in the school. Small schools tend to be near the farm homes, to engender parental confidence, and to serve community functions of recognized value. The small schools also continue to play an important role in local self-government.

No matter on which side of the small schools vs. large schools argument one finds himself, it is well to know with exactness what the size-picture concerning the rural schools is at the present time. It is, therefore, the purpose of this circular to set forth this picture as accurately and with as much detail as possible. To achieve this purpose, data have been drawn from a number of sources, all of them recognized as reliable. Where historical data are employed, care was taken to secure the latest sources available, to make reliable estimates, and to footnote all entries departing from the normal procedure.

It is natural that with the rapid changes now taking place — through population shifts and increases, through the modernization of rural life, and through the broadening of the school's services — the size of the rural schools should also be changing. It will be the purpose of this circular to show which aspects of the size of these schools are changing most rapidly, and which regions and States continue to show problem areas as concerns smallness in the public rural schools.

Meaning of rural education

Strictly speaking, the term "rural education" has no meaning of its own. It has been defined, in a general way, as that part of American education which is located in areas lying outside of the urban centers or places having 2,500 or more inhabitants. The concept, rural education, therefore, becomes meaningful only when it is considered in relation to its counter-part: urban education. There are educators who declare that there is no rural education. If the definition cited above is accepted, the abandonment of the term "rural education" would then also require the abandonment of city or urban education as a concept.

Those who have studied rural education have found this geographic definition to be valuable in breaking down the large field of public education into such meaningful components as rural education and urban education. Rural education, however, has distinctive characteristics other than that relating to geographic location. It is concerned disproportionately with "those phases of education that (1) deal with the conditions, opportunities, and problems peculiar to people living upon dispersed farmsteads, or in hamlets of less than 2,500 population; (2) the act or art of developing and cultivating through education the various physical, intellectual, aesthetic and moral faculties and the economic and social welfare of persons living in rural communities; and (3) the organized body of knowledge and theory dealing with principles and practices of learning and teaching in rural communities." [1]

[1] Good, *Dictionary of Education*, McGraw-Hill Company, 1959, page 473.

Another distinctive characteristic, even more pertinent to this study than those already cited, is that of smallness. There are educators who think of rural education as only that which takes place in the one- and two-teacher schools of the country. Those who thus define this aspect of public education seem to think of a universal program of consolidating the small schools as the answer to all rural education problems. Researchers in education, however, point out that "this is too easy a solution to so large a problem. Experimentation is badly needed in the development of rural education programs for specific situations. Rural life in America is characterized by diversity, rather than homogeneity, and the fitting of many patterns of rural life to one type of administrative unit is highly questionable. Research needs to point the way to other solutions to this problem." [2]

However one may think concerning the nature and problems of rural education, the starting point must of necessity be more specific knowledge. We need to know where rural education and rural schools are chiefly to be found. Insofar as smallness does constitute a major problem of rural education, we need to know specifically what is the nature of such smallness and where its prevalence is most pronounced.

This study will approach this problem in two ways. It will show (1) the place of smallness in the total school situation — districts, schools, staffs — and (2) the role of smallness in certain counties of the United States which, according to the criteria [3] devised for this purpose, have been selected as rural counties.

Scope and plan of this report

For purposes of this study there was found to be a total of 3,068 county school systems, or equivalent forms of intermediate school government, in the continental United States. Of these counties, 1,750, or 57 percent of the total, were classified as rural (table 1).

[2] Monroe, *Encyclopedia of Educational Research*, Macmillan Company, 1950, page 1047.

[3] Using the data from the 1950 Census Report, the following criteria were set up to identify counties as rural. To be selected, (1) 60 percent or more of the total population of the county had to be rural, i.e., live outside centers of 2,500 or more; (2) in any county with only between 60 and 85 percent of its population reported as rural, at least half of the rural population had to live on farms.

Of the total 3,068 county school systems, 2,314, or 75.4 percent were organized on the multi-district basis. This means that more than three-fourths of these school systems had 2 or more school districts; 34 of these counties in 10 States still have more than 100 school districts each.[4]

Of the 3,068 counties, 754, or 24.6 percent, were organized on the single-district basis. This means there was but one school district within the borders of such a county, which managed all of the public schools of both the rural and the urban communities as a single county-unit school system.

Both of these types of county school organization can now be found in all major geographic areas except New England. In these extremely northeastern States there are, strictly speaking, no county school systems. The public schools of these States are administered as independent city or town school districts or they are grouped together into supervisory unions. For purposes of this report, the school districts of the New England cities, towns, and supervisory unions, which were located within a given county, were grouped together and regarded as multi-district counties.

Except for Maryland and Nevada, the multi-district type of school organization is the basic pattern of school organization in all of the States of the Mideast, Great Lakes, Southwest, and Far West; 88 percent or more of the counties of these States are now of the multi-district type. On the other hand, the single-district (county-unit) is found in 42 percent or more of the counties of the States comprising the Upper and Lower Southeast except Arkansas and Mississippi. In these geographic areas, 3 states — Florida, Virginia, and West Virginia — show 100 percent of their counties to be of the single-district type; Louisiana and Georgia show, respectively, 93.7 and 77.4 percent of the counties to be operating their schools on the county-wide district basis.

[4] *Governments in the United States*, Vol. I, No. 1, 1957, table 14, supplemented from files of the Governments Division of the U.S. Bureau of the Census.

Comparisons with data compiled earlier [5], which were concerned with these two major types of school district organization, indicate that the enlarged county-unit type of school district is growing in number and is spreading to more States. Nevada reorganized all its counties on this basis in 1956; Mississippi has more recently adopted this scheme, and an increasing number of the counties of the Midwest and Western States are experimenting with this countywide plan of school district organization.

In January of 1957 there were reported to be a total of 44,170 different school districts (table 1, column 9) operating schools of various types -- counting those having elementary schools only, those having secondary schools only, and those having both elementary and secondary schools. There were also 8,695 areas, located almost entirely in the rural counties, which had the legal status of a school district but did not operate any schools. Since these nonoperating school districts discharged their school obligations by arranging with adjacent districts for the education of the pupils living within their borders, these districts are not involved in the data presented in columns 9, 10, and 11 of table 1. Of the 44,170 operating school districts, 21,703 or 49.1 percent of the total number were located in the rural counties selected by parts of this report for study regarding the matter of size.

As concerns the multiplicity of the operating school districts in the United States, the States of the Plains and the Great Lakes stand out. Two of them, Nebraska and Wisconsin, still contain between 3,500 to 4,000 separate districts which operate schools; 8 other States each reported more than 2,000 such districts. It is in these States that small districts, small schools, and small instructional staffs are most frequently found.

On the other hand, the States of the Upper and Lower Southeast in most cases reported comparatively few school districts. This is due to the fact that in these Southeastern States the number of school districts is, to a large extent, identical

[5] Biennial Survey of Education in the United States—1954-55, Chapter 3, *Statistics of Local School Systems 1955-56*, Section 3, "County Units," U.S. Office of Education.

with that of the counties. As has already been pointed out, in these States the single-district system predominates. Except in those States in which the counties tend to run smaller than usual, Georgia and Texas for example, the school districts are much larger in the single-district counties than in the multi-district counties.

This report will present several summary tables (tables A, B, and C), which will show for continental United States and for nine geographic areas not only the extent and location of smallness in the American public school systems as of a recent date but will show the rate at which change is taking place with regard to such smallness. Five larger tables showing detailed data for the individual States will also be presented. These tables will present the latest available facts relating to the question of school size in every State. In every table except number 5, the pertinent data for the entire State, including both rural and urban counties, will be examined. In tables 1 and 2, data are presented separately for all counties and for those identified as rural. Alaska and Hawaii had to be omitted because comparable statistics could not be found; the District of Columbia was excluded because it is completely urban.

It should be noted (table 1) that in four of the States -- Connecticut, Rhode Island, Delaware, and New Jersey -- none of the counties qualified as rural. Because of urbanization, all of the counties of these States must be considered as nonrural in character. It follows that there were, therefore, no rural school districts in these States.

Generally speaking, the number of rural counties and school districts was found to be disproportionately high (columns 4 and 11, table 1) in the States of the Plains and Upper and Lower Southeast. According to the criteria of ruralness applied, between 80 and 85 percent of all of the counties of North Dakota, Tennessee, Arkansas, and Mississippi were rural. These rural counties contained, respectively, 77.5, 76.2, 80.1, and 76.4 percent of all the operating school districts of these States. Three-fourths of the counties of six other States -- Minnesota, Missouri, Nebraska, South Dakota, Kentucky, and Georgia -- were also found to be rural, with similarly high percentages of the school districts in the rural column.

In nearly all of the States the proportion of rural school districts is slightly smaller than the proportion of the counties which were found to be rural. This fact seems to suggest that in the more urbanized counties there are relatively more school districts than in the rural counties. Indeed, an examination of data relating to this point[6] reveals that many of the most highly urbanized counties stand out within their respective States as having more than 100 school districts each, e.g., Fresno and Los Angeles counties in California; Cook, Illinois; Kent, Michigan; Allegheny, Pennsylvania; and Dane, Wisconsin.

Smallness in rural school districts in square miles

As has already been pointed out, smallness in rural education can be appraised from several points of view. The size of the school districts in square miles of land area is one important approach. A good many educational outcomes are closely related to this measure of school size. The square miles comprising the school districts determines to some extent the distances the children must either walk or be transported to and from their schools. The sheer expanse of a school district obviously also influences in part the distances between the schools and the homes, the amount of taxable property and other assets available, and even the number and the location of the pupils to be educated. The interplay of these outcomes to a large extent sets the stage under which the educational services must be provided. Particularly is this true when the school district has only one school plant, thus making the attendance area and the unit of local school administration identical.

Owing to such factors as the sparsity and density of the population and the complete absence of school districts in certain mountain, desert, and lowland areas temporarily or partially covered by water, the square miles of land area in a school district must be regarded as a limited index of the difficulty of providing a program of education. Many other factors -- road

[6] *Governments in the United States*, Vol. I, No. 1, 1957, table 14, U.S. Bureau of the Census.

BEST COPY AVAILABLE

and weather conditions, the county-unit form of school district organization, the presence or absence of large and small school districts within the same counties — also tend to influence the availability of suitable schools to the various ages and needs of the pupils living within a given area.

Assuming that the land area of the various counties involved in this study remained approximately the same since 1950 (the latest data available by counties), it was found upon dividing these land areas by the number of school districts that for the continental United States as a whole the average school district consisted of 67 square miles in 1956; for the 1,750 counties classified as rural the average was 69 square miles. Thus the overall average size of the district, including the cities, is very little different from that resulting when the rural districts only are compared.

In the States of the Great Lakes and the Plains, the average land area of all school districts was less than 20 square miles in two States and seldom exceeded 50 square miles; in those of the Upper Southeast, Lower Southeast, and Rocky Mountains, the average land area of all school districts was in no case less than 100 square miles per district and in 8 of these 17 States exceeded 300 square miles. For the 10 States, in which the borders of more than half of the counties and the school districts coincide (county-unit or single-district form of school organization) — Alabama, Florida, Georgia, Louisiana, Maryland, Nevada, Tennessee, Utah, Virginia, and West Virginia — the average size of all school districts ranged from 277 square miles to 6,458 square miles. The land areas of the county school districts of such arid and mountainous States as Nevada and Utah are very large but large parts of these areas are unpopulated and therefore contain no schools or school district problems.

In all but six of the States the average size of the school districts was larger for the rural counties than for the State taken as a whole. In most cases, however, the differences were small; in a few — Alabama, California, Florida, Idaho, Oregon, Pennsylvania, and Virginia — the rural districts were considerably larger. Thus, it is shown that despite the extremely small districts commonly associated with the rural schools, especially the small one-room school districts, school consolidation and district reorganization have now made such progress in most of the States as to have resulted in an average school district which is larger in square miles in the rural counties than in all counties, including the cities. (In comparing these data, it must be borne in mind that school administrative districts are involved in these statistics, not the school attendance areas surrounding a given school plant.)

Smallness of rural school districts by number of schools

Adding together the schools of all of the districts, both large and small, and dividing the sums obtained by the number of school districts, we derive another general index of the size of the school districts. This is presented by geographic regions and by States in table 2, columns 4 and 5. By finding similar indexes separately for the rural school districts, the data for all and for the rural districts of an area can be compared. Each elementary and secondary school, regardless of the grade combinations commonly included in each level, is counted as a school even though more than one such unit is housed in the same building.

The smallest school districts are invariably those which maintain only one school each. The school districts of the larger cities usually maintain hundreds of schools to serve the need of various types of youth — elementary, junior-high, senior-high, and special. Many rural school districts, on the other hand, maintain only one school. Moreover, such a school often consists of but a single classroom which is presided over by only one teacher.

Generally speaking, the facts show that (table 2, columns 4 and 5) the largest number of schools per school district is found in the Upper and Lower Southeast, where the single-district (county-unit) type of school organization is most prevalent. These States show an average of 20 to 63 schools per district. The smallest number of schools per district is found in States of the Plains and in some of the States of the Great Lakes, the Rocky Mountains, and the Far West. A dozen States show an average of two or fewer schools per school district.

Contrary to expectations, when the average number of schools per school district is computed separately for the counties classified as rural and compared to that for all of the counties, the data for most of the States show comparatively small differences. These averages for the United States and for each of the geographic regions are in each case slightly larger for all of the counties than for the rural counties, but the differences are comparatively small. In a few States, e.g., Maryland, Florida, Nevada, Washington, the rural counties averaged only half as many schools per district as for the total counties of these States; in Virginia, Mississippi, Montana, Wyoming, and the Dakotas the rural counties showed slightly more schools per district than when the States are taken as wholes.

Insofar as the number of schools per administrative school district is an index of smallness, the States in which the schools are organized on the multi-district basis show up most prominently. Except for a few States, the rural counties seem to have about as many schools per district as the total State.

Smallness of rural school districts by number of pupils enrolled

The reason for the existence of any school system is, of course, the pupils enrolled. The average number of pupils per school district has a bearing upon the diversity of the program offered, upon the pupil-teacher ratio, upon the costs per pupil, and upon the personal relationships between the school and the pupil. The total educational situation involved is very complex. It cannot be said with finality that either a large number or a small number of pupils per school district is best. However, differences in this size factor do produce a variety of different educational problems to be met, and both the administrative and the teaching problems must be met through suitable procedures.

This school size factor reflects more than any other index thus far examined the existence of many large schools in the greater cities. It follows that the average enrollment (703) per school district for all counties (table 2, columns 6 and 7) of the continental United States is more than twice that (288) for the rural districts. Even greater differences between the total and the rural counties may be noted for most of the geographic regions. For example, in the Great Lakes States, the average number of pupils per district is 555 for all counties and 164 for the rural counties; in the Far West the average enrollment per district is 1,141 and 285 pupils.

There are wide variations among the States in this size index. About half of the States show an average enrollment per district of more than 1,000 for the total State; one-fourth of the States also show a similar enrollment size per district in the rural counties. On the other hand, 3 States — Nebraska, North Dakota, and South Dakota — show an average enrollment per district of less than 100 pupils in both columns 6 and 7 of the table, and three other States — Wisconsin, Kansas, Montana — record average enrollments ranging between 100 and 200 pupils for all of their counties. The States with the largest enrollments per district are chiefly located in the populous eastern part of the United States, and those having the county-unit type of district organization; the States with the smallest enrollments per district are located chiefly in Northwestern United States where small administrative districts have always been a major rural school problem. Despite far reaching programs of school district reorganization, in both the urbanized and the rural counties, smallness in the number of pupils available continues to frustrate school administrators of many States in their efforts to provide a diversified educational program suitable to the growing complexity of modern society.

Another approach to the size of the school districts in the several States measured in terms of the number of pupils enrolled in the public schools is the percentage distribution over the range of size categories extending from zero to 3,000 pupils or more (table 3). For purposes of this portion of this study, "number of pupils enrolled" covers all public school pupils in the regular classes in October 1956 from kindergarten through grade 14. Both those who reside within a given school district and those transferring for school purposes from adjacent areas are counted. The districts not operating any schools (column 3) were regarded as having a zero enrollment even though there

were pupils who resided within them but were enrolled in school in other districts. The school districts of both the rural and urban centers are included in the percentage distribution here presented. Separate data for the rural school districts were not available but it is well known that the smallest school districts in terms of enrollment are for the most part in the rural communities.

These data show that fully a third of all of the school districts in the continental United States in 1956 had fewer than 15 pupils each; half of these did not operate a school. Only 3.8 percent of the total had as many as 3,000 pupils each. The data for the Nation as a whole may be summarized as follows: 16.5 percent of the districts operated no school and, therefore, had no pupils; 41.1 percent had between 1 and 49 pupils; 19.5 percent had between 50 and 299 pupils, and only 22.9 percent had 300 pupils or more.

This percentage distribution reveals readily the practices of the individual States as concerns size of school enrollment. States having large percentages of school districts which are not operating schools are probably in the process of reorganizing these districts into larger ones. A school district which has few pupils but has difficulty in dissolving its legal status often arranges with adjacent districts through contract, jointure, or other scheme to provide educational services for its pupils. These arrangements often take a more permanent form later. It may be noted that in Pennsylvania more than half of the districts maintained no schools. This State facilitates the joining of two or more (often many) local districts into cooperative administrative units known officially as "jointures." Other States not maintaining schools in 20 percent or more of their local districts were Colorado, Iowa, Minnesota, Missouri, Nebraska, New York, and South Dakota.

In addition to the proportion of school districts which were regarded as having too few pupils to maintain any school at all, many States show 25 or higher percentages of their school districts with fewer than 15 pupils each — Nebraska, 50.5; Montana and South Dakota, 38.8; Kansas, 31.9; South Dakota, 26.5; and Wyoming 25.6. The percentages of small districts mount when those with enrollments between 15 and 49 pupils are added to those with fewer than 15. Eight States -- Wisconsin, Nebraska, North Dakota, South Dakota, Kansas, Montana, Minnesota, Michigan — in that order, were found to have fully half or more of their school districts in these two size categories; 3 others -- Missouri, Wyoming, and Oklahoma — were found with close to 50 percent of all their districts in these two low size brackets.

It is only natural that States in which most of the schools are organized on the single-district basis should report relatively large percentages of their school districts in the higher size brackets on an enrollment distribution. For example, in Maryland, 100 percent of the districts had 3,000 or more pupils; in Louisiana, 92.5; in Alabama, 71.4; in West Virginia, 70.9; in North Carolina, 68.2; in Virginia, 60.8; in South Carolina, 57.9; and in Florida, 56.7 percent. Some of the highly urbanized States — Connecticut, Delaware, Massachusetts, New Jersey and Rhode Island -- also reported 50 percent or more of their school districts in the upper three brackets of the distribution range, showing enrollment of 600 or more.

Smallness of rural school districts by size of instructional staff

A size factor closely related to the enrollment per school district is the average number of instructional staff members a school district employs. Other things being equal, the number of pupils enrolled determines the number of teachers a district will need. Exceptions to the generalization are found chiefly in the smaller districts in which the operation of any school at all requires that a minimum staff be provided regardless of the smallness of the enrollment. In these smaller districts, this requirement often causes low pupil-teacher ratios, on the one hand, and limitation of instructional programs, on the other. Indeed, a small enrollment served by a small staff constitutes the nub of the smallness issue in our public schools. As a rule, a good school situation is equaled in the minds of many people with many graded classes, a variety of offerings, group activity, a wide assortment of teaching skills, specialization, etc.; all of these demand large schools and school systems for their realization. Defenders of small

schools insist, however, that many of the recognized advantages of largeness are lost to the mechanization of child development. They declare that the intimate relationship of the teacher and the child in the small school is the ideal way to develop children.

An examination of the statistics presented reveals the facts as concerns size of staff throughout continental United States. Nationally, it was found that there was an average instructional staff per operating school district of 27 in all of the public elementary and secondary schools of all the counties and a staff of 12 in the rural counties (table 2, columns 8 and 9). In the Plains this index was, respectively, 7 and 5, reflecting the extreme smallness of the total instructional staff employed in the small school districts prevalent there, both when the rural counties only are considered (column 9) and when the city school systems are included (column 8). In Nebraska and the Dakotas there was an average staff of fewer than 4 members per operating district. As will be seen later (table 6), these States still have many one-teacher schools, which in large part produced these very low staff ratios.

On the other hand, there were four States — Florida, Louisiana, Maryland, and West Virginia — in which the average staff for the total State exceeded 300 staff members; for Louisiana and Maryland even the rural counties showed an average staff of more than 200. The influence of the county unit form of school organization in producing large staffs per operating district is clearly evident. In all of the States in which school districts are organized completely, or in large part, on a county-wide basis, the average staff is larger than 100 members. Several of the more urbanized States organized on the multi-district basis -- Connecticut, Delaware, New York and Rhode Island — also reported staffs ranging between 92 and 168.

Another way to appraise the smallness of the operating school districts is to note the percentage distributions of the size of the staff employed (table 4). For the school year 1957-58, the National Education Association gathered data,[7] for every State, showing the number of school districts which employed staffs numbering 1 to 9 members, 10 to 39 members, and 40 or more members. That survey showed, for example, that of the 2,693 school districts in the State of Kansas, 2,295, or 85 percent of them, employed from 1 to 9 teachers each; 13 percent employed staffs of 10-39, and only 2 percent had staffs of 40 or more. Many other States, especially those of the Plains and the Great Lakes, in which the multi-district system prevails, show similar distributions as concerns smallness of the staffs employed. Even the New England States, taken as a group, showed 42 percent of the school districts employing staffs of 9 or fewer teachers and 78 percent with fewer than 40.

The States in which the single-district form of organization was prevalent (see table 1) showed a very different picture as concerns the size of the staff. In these there were no school districts with staffs smaller than 9, and very few smaller than 40. Nevada proved an exception to this generalization. Some of its counties have extremely few inhabitants because they consist largely of desert or mountainous areas. Some of the counties of Kentucky, Tennessee, and Utah also showed a few school districts with similarly small staff, despite the prevalence of the county unit form of school organization. In these cases, too, this was probably due to mountainous conditions.

If the reader should wish a good general index of the degree of the extent to which the reorganization or consolidation of small school districts into larger ones has progressed in the several States, he should give careful scrutiny to the percentages presented in table 4. A school district employing a staff smaller than 10 could do little more than provide one teacher for each elementary grade. If it had more than one school per district, as many of them do (see table 2, columns 4 and 5), more than one grade per teacher would probably result. Such a small staff could provide very little high school instruction except through certain unusual devices and plans.

On the other hand, those school districts which employ a staff of 40 or more would be found, for the most part, either in the States organized on the county-unit basis or in the urban centers of the

[7] *Status of School Districts in the United States; 1957-58*, National Education Association, Rural Service, December 1958 (mimeographed).

multi-district counties. There are, of course, some rural and village school districts with 40 or more teachers in counties of the multi-district type, but their number would of necessity be small. So large a staff would involve an enrollment of over 1,000, a condition seldom found in such rural counties (see table 2, column 7).

Examining the data presented to show the proportion of school districts employing 10 to 39 teachers (table 4, column 7), it may be seen that several of the States organized on the multi-district basis, reported more than half of their instructional staffs in this intermediate bracket — Arkansas, 67 percent; Colorado, 60; Indiana, 58; Missouri, 55; and Minnesota, 53 percent. Other States, having between 45 and 50 percent of the school districts in this size category, are New Jersey with 49 percent, and New Mexico and Ohio with 48 percent.

Smallness of rural elementary and secondary schools

The data presented and discussed thus far in this report have been concerned with the smallness of the school districts. Facts have been reviewed relating to the size of the basic school administrative unit in average square miles, in average number of schools maintained by each, in average number of pupils enrolled per district, and in the number of staff members employed. The present section of the report will examine the available facts as concerns (1) the average enrollment per rural elementary and secondary school, (2) the average instructional staff in each of these types of rural schools, and (3) the average number of pupils per teacher in such schools (table 5).

The significance of this part of the study is that the data here presented describe the rural schools only. They are based upon the recent rural school surveys[8] involving 1,750 counties selected on certain criteria of ruralness (see page 2). The number and proportion of these rural counties by States were shown in table 1; that table also showed the basic school organization of these rural counties and the operating rural school districts.

[8] Biennial Survey of Education in the United States—1954-56, Chapter 3, *Statistics of Local School Systems: 1955-56*, Section IV, "Rural Counties," and Section III, "County Units."

The average rural school of continental United States enrolled 119.6 pupils in 1955-56, counting both the elementary and secondary pupils. In the former the average enrollment was 106.8 pupils and in the latter 177.2 pupils. All of the States of the Plains as well as States of other geographic areas — Oklahoma, Vermont, Maine, Montana, Wisconsin, and Wyoming — showed average enrollments per school well below those for the Nation; in several of them — Nebraska, North Dakota, and South Dakota — the average enrollment was below 30 pupils per elementary school and 100 pupils per secondary school.

In the county-unit States of the Southeast the average for both types of rural schools was found to exceed 200 in all cases except in the elementary schools of Alabama and West Virginia. The average for Nevada was also comparatively low, despite the fact that it, too, was organized on the county-unit basis. These low enrollments were due, at least partly, to the mountainous terrain of parts of these States. In fact, all of the States of the Upper Southeast, which also are largely organized on the county-unit basis, do not greatly exceed the average for the Nation.

The average enrollment of the secondary schools was, in most States, greater than that of the elementary schools. Exceptions to this generalization are not lacking. In a few cases — Colorado, Louisiana, Mississippi, North Carolina, Texas, and Washington — the grade schools are markedly larger. It should be borne in mind that the elementary and secondary schools of the rural communities are usually housed together rather than separately. However, the small one- and two-teacher schools are usually limited to the elementary grades, and there are many county high schools, union high schools, and other types of consolidated secondary schools which serve two or more of the smaller grade schools, thus accounting for their greater size.

Turning our attention next to the average number of staff members per elementary and secondary school (table 5, columns 5-7), we find another very significant index of the size of the rural schools in the several States. For the 44 States included in the original survey, the average staff per school, elementary and secondary,

BEST COPY AVAILABLE

was 4.8; for the elementary schools only it was 3.7, and for the secondary schools only, 8.7. The average indexes of staff size were considerably lower in the States of the Plains and in individual States of some of the other geographic areas -- States in which the one-teacher school and the small high school are known to be prevalent.

On the other hand, most of the States in which all or most of the rural school systems were organized on the county-unit basis showed markedly larger instructional staffs per school than in most of the States in which the rural counties are organized on the multi-district basis. The average rural school staffs of the more urbanized States — California, Massachusetts, New York, Pennsylvania, Ohio — also ran larger than those for the mid-western farm States. This was especially true for the secondary level.

In nearly all of the States the secondary schools had larger staffs than the elementary schools. In more than half of them the high school staffs were two or three times as great; in four States — Michigan, Minnesota, South Dakota, and West Virginia — they were about five times as large as those of the elementary schools. These facts point to the problems arising from size of the staff in providing the wide variety of courses and services needed in a modern program of education, especially in the secondary grades. A large teaching staff is obviously more likely than a small one to contain the variety of talents and skills required. Problems of scheduling and division of duties can also be more easily solved by a larger than by a smaller staff.

Smallness of classes in rural schools

Dividing the enrollments of all rural schools, and each of the grade levels, by the number of classroom teachers employed in them, produces a ratio which can be regarded as roughly equivalent to the average size of the classes maintained by each. For the 44 States in the rural school survey, the pupil-teacher ratio for grades 1-12 combined in this index of class sizes was 26.1; for the elementary grades only it was 29.3, and for the secondary schools[9] it was 20.3 (table 5, columns 9-10). In the rural elementary schools of the Upper and Lower Southeastern States, these ratios for the most part reached or exceeded 30 pupils per teacher; in one State it rose to 41.7. For some of the Plains and Rocky Mountain States it fell below 20.

The important facts to note here are the low pupil-teacher ratios shown for the rural high schools of many of the States, especially in those of the Plains and Rocky Mountains. In five of the States there were fewer than 15 pupils enrolled per classroom teacher. The average daily attendance per teacher is known to be smaller than this. It is evident that where there are so few pupils per teacher the per capita cost is likely to mount and the program of high school instruction is likely to be severely restricted.

Norms widely accepted as standards for comparing pupil-teacher ratios are: 30 per teacher for the elementary schools and 25 for the secondary schools. Applying these norms to the data here presented reveals that for the rural high schools the average class size falls far below in nearly every State; for the elementary schools, 5 States fall below 20 pupils per teacher and 15 States exceed the 30 pupil norm.

Smallness as measured by one-teacher schools

There is general agreement that the one-teacher school epitomizes rural education in its most extreme form. It not only means very small buildings, small enrollments, small staffs, and small classes, but often it also means small salaries and a small program of educational services. In the early history of the United States, this type of school provided educational opportunities to our pioneers more effectively and at a lower cost than any other scheme thus far devised. It still does yeoman service today in many of our sparsely settled frontier communities. This unit of public education deserves to be honored for its great contribution not only to American life but because

[9] Pupils and teachers of all schools classified by a given State as high schools—regular, junior, or senior—were here accepted as secondary, regardless of grade combinations.

of its adaptability to various circumstances and needs.

But the one-teacher school as the extreme expression of smallness in American education seems to have been marked for extinction by many educational leaders. Whether or not this pioneer institution can be completely abolished, an avowed goal of many of them, remains to be seen. There are those who believe that just so long as venturesome farm families seek new outposts, sawmills and mines locate at frontier points, and campers and sportsmen push into the uninhabited parts of the Nation — so long will one-teacher schools be part of the vanguard of public education. In addition to the pioneer function of this small school unit, there will probably also always be some one-teacher schools serving communities which are isolated because of desert conditions, poor road development, broken shore-lines, etc. Large ranches and island dwellings produce similar effects.

Whatever may be the outcome of this argument, it is important to know what is the present status of the one-teacher schools in the several States and the extent to which they have been passing out of the educational picture during recent years. To provide a bench-mark, data are presented (table 6) to show the total number of one-teacher schools which were maintained by each State in 1917-18 — about 40 years ago — and the number reported for the school year 1957-58. The 1917-18 school year was chosen because it seems to be the earliest year for which data comparable State by State could be found. Moreover, this date can safely be regarded as close to being the numerical high-water mark of the one-teacher school development in most of the States. The school year 1957-58 is the latest date for which similar data are now available in the Office of Education.

It appears that, in 1917-18, Iowa with 11,340 one-teacher schools held the record for the highest number; Illinois with an estimated 11,000 was a close second. Indeed, 24 of the States, representing the "wide-open spaces," then recorded 4,000 or more such schools each and most of the States of the Great Lakes and the Plains reported 6,000 or more such schools.

The school year 1957-58, however, showed a very different picture. Only one State — Nebraska — had as many as 2,812 one-teacher schools; indeed, fewer than a dozen still maintained as many as 1,000 of these small schools. In terms of the percents (table 6, column 4), that the number of one-teacher schools today are of the total number in each State in 1917-18, it will be seen that in at least four—Ohio, New Jersey, Rhode Island, South Carolina—these schools are approaching the zero mark; 18 others now have fewer than 5 percent of the number they had in 1917-18. Despite the rapid decline of one-teacher schools, however, Nebraska and South Dakota still have about half as many as they had in 1917-18; North Dakota has 39.3 percent of them left.

Another approach to the present status of the one-teacher school gives emphasis to the percentages reviewed above. Taking the total number of elementary and secondary schools (table 6, column 5) in the several States — counting these grade levels separately even though they often occupied the same school plant — percentage relationships to the one-teacher schools were computed for the nine geographic areas and for each of the 48 States (table 6, column 6). The percentages presented in column 4 show the decrease in the number of one-teacher schools during 40 years of time; those of column 6 show the numerical relationship of the one-teacher schools to all of the schools in 1958. While these two indexes of the present status of these small schools reveal similar pictures, they are not the same. The number of one-teacher schools abolished from time to time has naturally effected similar reductions in the total number of schools. Parts of these reductions have obviously been replaced by the establishment of consolidated schools, city schools, suburban schools, etc.

It will be noted that, nationally speaking, about one-fifth of all of our schools are now of the one-teacher type; in the Northeast, Mideast, Lower Southeast, Southwest, and Far West, the proportion is less than 1 in 10. However, the Great Lakes still report 18.5 percent of their schools to be of the one-teacher type; the Plains, 53.1 percent; the Upper

Southeast, 28.0 percent; and the Rocky Mountains, 28.1 percent.

The numerical position of the one-teacher schools in the total school picture is not entirely a matter of geographic location, although the effects of mountains, aridity, industrialization, sparsity of population, etc. are clearly discernible. In the Northeast, Maine and Vermont, for example, stand out by showing one-fifth or more of their schools to be of the one-teacher type (table 6, column 6); most of the neighboring States now show very few such schools. These schools stand out with similar prominence in other geographic areas, for example, Nevada in the Far West, Kentucky and West Virginia in the upper Southeast, Montana and Wyoming in the Rocky Mountain area, and Michigan and Wisconsin in the Great Lakes.

The States of the Plains, however, revealed themselves to be the present stronghold of the one-teacher school. As a group, these States still showed 53.1 percent of all of their schools to be of the one-teacher type; in Nebraska, North Dakota, and South Dakota, approximately two out of three of all the schools are of the one-teacher variety. While the total number of these very small schools in this area was considerably reduced during the two decades from 1928 to 1948, their percentage relationships remained fairly constant during that period (table C). Since 1948, however, great reductions took place in both the total number of one-teacher schools and in their percentage relationship to all of the schools of this area.

A somewhat more precise way of appraising the position of the one-teacher schools in the total picture is to compare the number of classrooms represented by these schools to the total number of classrooms represented by the total number of instructional staff members (table 6, columns 7 and 8) employed in the public schools. These data show that only 2.0 percent of the total teaching staff is found in the classrooms of the one-teacher schools; in 22 States there were fewer than 1 percent. Only in 4 States — Montana, Nebraska, North Dakota, and South Dakota — were these percentage indexes higher than 10.

Size Factors in Public Education — Status and Trends

A brief summary of the recent trends will suffice to round out this analysis of the size factors relating to public education in the United States. Directing our attention first to the changes in the number of school districts, we find that in 1931-32 there were 127,530 of these administrative school units (table A), 73,092 of them in the Great Lakes and Plains areas. It follows from the data presented that most of these districts were small (tables 3 and 4). Districts served by the one-teacher schools, then very numerous in most of these States, often did not greatly exceed 4 square miles in area, representing a walking distance from the most remote home to these schools of 2 miles or less. By 1948 over 25,000, or one-fifth of these districts, had been reorganized into larger districts; by 1953, 5 years later, nearly half of the original number had gone; by 1958, after another 5 years, the total number had been reduced to 48,036. Thus, in the 26 years from 1932 to 1958 nearly two-thirds of the school districts had succumbed to consolidation and reorganization of one type or another.

The trend in the decrease of the number of school districts was, of course very uneven, both in point of time and by geographic area. The greatest period of school district organization apparently occurred during the 5-year period from 1948 to 1953, when the total number of school districts was reduced by 36.7 percent. But the elimination of small school districts has also been great from 1953 to 1958, with a reduction during these 5 years of 28.4 percent. The rate will probably continue to slow down as the point of diminishing returns is reached, but in some of the States, e.g., Iowa, the rate has recently accelerated rather than declined.

The smallest percentage decrease in school districts is shown in the New England States (2.6 percent in 26 years); the greatest was found in the Lower Southeast (88.5 percent), reflecting chiefly the great reduction of small school districts in Arkansas, Mississippi, and South Carolina. The smallest numerical decrease is also in the New England States; the greatest reduction of total numbers of

TABLE A.--Number of school districts by geographic regions and percentage decrease: 1931-32 to 1957-58

Geographic regions	1931-32[1]	1947-48[1]	1952-53[1]	1957-58[2]	Percentage decrease 1932 to 1958
1	2	3	4	5	6
Continental United States.....	127,530	105,946	67,045	48,036	62.3
New England.....	1,585	1,564	1,551	1,543	2.6
Mideast.....	12,756	7,860	6,159	4,564	64.2
Great Lakes.....	30,032	25,659	15,315	9,829	67.3
Plains.....	43,060	39,194	29,862	21,238	50.7
Upper Southeast.....	1,153	586	559	553	52.0
Lower Southeast.....	11,262	8,123	2,563	1,299	88.5
Southwest.....	13,463	8,235	4,463	3,573	73.5
Rocky Mountain.....	6,338	10,094	2,926	2,483	60.8
Far West.....	7,881	4,631	3,647	2,954	62.5

[1]/Adapted from A Statistical Survey of School District Organization in the United States: 1954-55. (Prepared for the White House Conference on Education. Government Printing Office, 1950, p. 7.)

[2]/Data drawn from a survey of the Status of School Districts in the United States: 1957-58, National Education Association, Rural Service (mimeographed).

school districts took place in the Plains (21,832) and in the Great Lakes (20,203), where various efforts to reorganize the small districts into larger ones has in recent years been increasingly effective.

The data depicting the reduction in the number of school districts become more meaningful when they are analyzed in relation to the question of the size of the districts. Data on size became available from the United States Bureau of the Census, which showed for 1952 and again for 1956 the size of the independent school districts by enrollments (table B). School systems operated directly as parts of State, county, municipal, or township governments were omitted for both years.

The data presented in table B showed that in 1952, 65.9 percent of all of the school districts of the United States had enrollments of less than 50; 14.8 percent had enrollments of over 300. By 1956, the number of districts with fewer than 50 pupils had decreased to 60.1 percent of the total and those with more than 300 had risen to 20.5 percent of all of the school districts. Districts between these two size categories had changed very little. Viewed nationally, the processes of school district reorganization have, it appears, eliminated disproportionately the smaller districts by incorporating them into districts which enroll 300 or more pupils.

These same observations apply in a general way for all parts of the Nation. School districts having fewer than 50 pupils decreased in all geographic areas except in the Mideast. There the data were somewhat distorted by the fact that Pennsylvania has recently formed many consolidations known as "jointures." Since the local school districts included in these "jointures" no longer operate their schools but continue their legal identity, they appear in the "less than 50" group. Because in New England many of the school systems are operated by the town governments and were thus excluded here, the data shown for this area do not fully show the school size picture. This is largely true also for the Upper and Lower Southeast, in which the county-unit type of school district was excluded. Since the remaining independent school districts are chiefly those of the cities, the data show these geographic areas to have comparatively few of the smaller school districts.

The data for 1956 (table B) also afford in general a summary of the detailed facts presented in table 3. They show clearly that well over half (60.1 percent) of the school districts have resident within them fewer than 50 pupils. In the Plains, 79.5 percent are that small, and in the Rocky Mountain area, 64.2 percent. The Southeastern States, however, had almost none of these small school districts. Turning out attention to the opposite end of the distribution, the data for the United States

BEST COPY AVAILABLE

TABLE B.--Percentage relationships in size of school districts[1] by pupils enrolled in 1952 and 1956, by geographic regions

Region	Date	Total	Less than 50[2]	50 to 149	150 to 299	300 to 2,999	3,000 or more
1	2	3	4	5	6	7	8
Continental United States....	1952	100.0	65.9	11.7	7.5	13.3	1.5
	1956	100.0	60.1	11.7	7.7	17.7	2.8
New England.....	1952	100.0	20.4	14.1	21.6	23.1	0.8
	1956	100.0	15.1	12.3	19.9	31.1	1.6
Mideast.....	1952	100.0	36.6	15.5	14.3	31.7	1.9
	1956	100.0	50.8[3]	6.7	7.0	31.0	4.4
Great Lakes.....	1952	100.0	63.3	12.3	8.5	14.9	0.9
	1956	100.0	48.6	15.0	9.5	24.6	2.2
Plains.....	1952	100.0	83.7	8.1	4.0	4.0	0.2
	1956	100.0	79.5	8.8	4.8	6.4	0.5
Upper Southeast.....	1952	100.0	0.7	0.3	4.7	64.0	30.3
	1956	100.0	.0	0.3	2.8	64.8	32.1
Lower Southeast.....	1952	100.0	0.3	1.2	4.1	60.4	33.9
	1956	100.0	0.4	2.3	7.5	56.0	33.8
Southwest.....	1952	100.0	33.6	24.0	15.7	24.9	1.8
	1956	100.0	32.1	19.9	16.6	27.9	3.5
Rocky Mountain.....	1952	100.0	72.5	11.5	5.9	9.0	1.1
	1956	100.0	64.2	14.0	7.3	12.5	2.0
Far West.....	1952	100.0	36.6	20.2	12.3	26.8	4.0
	1956	100.0	26.8	19.9	13.2	32.6	7.6

[1] Excludes school systems operated by State, county, municipal, and township governments. Sources: Governments of the United States in 1952 and 1957 Census of Governments, Vol. I, No. 1, U. S. Bureau of the Census.

[2] Includes districts not operating schools.

[3] Pennsylvania school districts forming parts of "jointures," a form of consolidation, were counted as not operating schools.

Note: Because of rounding, detail may not add to totals.

show 20.5 percent of all districts in 1956 to have 300 or more pupils enrolled (table B, columns 7 and 8). For the several geographic areas, the following percentages were found to have 300 or more pupils: New England, 32.7; Mideast, 35.4; Great Lakes, 26.8; Plains, 6.9; Upper Southeast, 96.9; Lower Southeast, 89.8; Southwest, 31.4; Rocky Mountain, 14.5; and Far West, 40.2. The smaller school districts are found disproportionately in the Plains, Great Lakes, and Mideast; the larger ones in the Upper and Lower Southeast and in New England.

Data presented in table 6, columns 2 and 4, showed that in every State there has been a great reduction during the past 40 years in the number of one-teacher schools maintained. Many States were seen to be approaching the zero mark as concerns this smallest type of school. Only one State still retained approximately half as many one-teacher schools as they had during World War I. Data presented in table C summarize by 10-year intervals the trends of this reduction in each of the nine geographic areas.

The data presented in table C will summarize not only the number of these smallest schools by 10-year periods from 1918 to 1958, but in addition will show the percentage relationship of this number to the total number of all schools during the periods in question. Since "all schools" means a total of both the elementary and secondary schools it must be remembered that the percentages reflect not only the reduction in the number of one-teacher schools but also the increases in the total number of schools. The enormous growth in the total number of schools needed to serve the increased population, and especially the growth in the number of

BEST COPY AVAILABLE

secondary schools, must be borne in mind in analyzing the data of table C.

Using the Great Lakes to illustrate how the data should be interpreted, it may be noted that in 1918 there were found to be 38,659 one-teacher schools in this area. This number constituted 80.8 percent of all of the public elementary and secondary schools maintained by the five States comprising this geographic area. Ten years later there were 30,570 such schools, constituting 68.1 percent of the total. In another 10 years these one-teacher schools had been reduced to 23,436, or 61.8 percent of the total; by 1948 there were 15,410 such schools, or 52.8 percent of all schools; and by 1958 the number of one-teacher schools has been reduced to 3,830, or 9.9 percent of the total. Thus, it may be seen that during the 40 years in question these smallest schools in these five states--Illinois, Indiana, Michigan, Ohio, Wisconsin--dwindled from a total of 38,659 to 3,830, and from 80.8 percent of all the public schools to 18.5 percent of the total. There were in 1958 only 9.9 percent as many one-teacher schools in the Great Lakes as there were in 1918 (table C, column 13). This means a decrease of 90.1 percent during the last 40 years.

For the continental United States the percentage relationship of the one-teacher schools to all of the schools were as follows: 1918, 70.6; 1928, 61.3; 1938, 54.0; 1948, 43.6; and 1958, 20.7. The total number of these schools has been reduced from 196,037 in 1918 to about 25,200 in 1958. The percentage decrease for these 40 years was found to be 87.1. Even in the Plains nearly three-fourths of these smallest schools have passed out of the picture.

This study as a whole shows that there still are a great many school districts in all parts of the United States, as well as many one-teacher schools. It also shows that both are rapidly decreasing. Moreover, the forces responsible for eliminating them from the American scene have accelerated with time rather than abated. These facts pose an interesting question, viz: Will the larger districts and schools resulting do as good a job in the future as the smaller ones did in the past?

TABLE C.--Number of one-teacher schools by 10-year intervals, percentage relationships to all schools,[1] and percentage decreases from 1918 to 1958, by geographic regions

Geographic regions	1917-18[2]		1927-28[2]		1937-38[2]		1947-48[2]		1957-58[3]		Percentage decrease 1918 to 1958
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	196,037	70.6	156,066	61.3	121,340	54.0	74,844	43.6	25,200	20.7	87.1
New England	6,147	42.8	4,766	47.9	3,398	40.8	1,700	24.2	520	8.7	91.5
Mideast	21,413	66.2	17,755	57.8	11,178	43.7	4,940	24.3	549	3.9	97.4
Great Lakes	38,659	80.8	30,570	68.1	23,436	61.8	15,410	52.8	3,830	18.5	90.1
Plains	51,956	87.8	46,413	78.9	42,696	78.4	28,578	72.1	13,641	53.1	73.7
Upper Southeast	21,876	74.8	17,721	63.1	12,733	53.9	9,163	45.8	3,654	28.0	83.3
Lower Southeast	30,276	61.9	19,409	50.4	13,425	38.8	8,958	28.8	1,101	5.7	96.4
Southwest	11,713	47.8	8,251	41.4	5,920	40.0	3,874	22.3	696	7.1	94.1
Rocky Mountain	7,598	75.6	6,471	61.0	5,078	56.7	2,159	37.9	1,303	28.1	82.9
Far West	6,399	37.3	4,710	36.5	3,516	30.2	1,462	17.6	489	9.9	92.4

[1] Data adapted from Biennial Surveys of Education in the United States, 1917-18 through 1947-48, published by the U. S. Office of Education.

[2] Data adapted from The One-Teacher School--Its Midcentury Status, Circular No. 313 (1950), table 2, page 19, U. S. Office of Education.

[3] Data adapted from Preliminary Statistics of State School Systems: 1957-58, Circular No. 605 (1959), table 3, page 6, U.S. Office of Education.

BEST COPY AVAILABLE

TABLE 1.--Total number and percent of all counties and operating school districts which are rural, and the number and percent of all counties organized as multi-district and single-district systems, by region and State: 1955-56

Region and State	Total number of counties[1]	Counties classified as rural[1]		Counties by type of district organization				Total number of operating school districts[1]	School districts classified as rural[3]	
				Multi-district		Single-district[2]				
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
1	2	3	4	5	6	7	8	9	10	11
Continental United States.	3,068	1,750	57.0	2,314	75.4	754	24.6	44,170	21,703	49.1
New England	67	[4] 10	14.9	67	100.0	---	---	1,483	146	9.8
Connecticut	8	[4]	---	8	100.0	---	---	170	---	---
Maine	16	4	25.0	16	100.0	---	---	458	81	17.7
Massachusetts	14	1	7.1	14	100.0	---	---	350	7	2.0
New Hampshire	10	[4] 1	10.0	10	100.0	---	---	217	15	6.9
Rhode Island	5	[4]	---	5	100.0	---	---	39	---	---
Vermont	14	4	28.6	14	100.0	---	---	249	43	17.3
Mideast	176	[4] 24	13.6	153	86.9	23	13.1	3,051	122	4.0
Delaware	3	[4]	---	3	100.0	---	---	17	---	---
Maryland	23	[4] 9	39.1	---	---	23	100.0	24	9	37.5
New Jersey	21	[4]	---	21	100.0	---	---	538	---	---
New York	62	4	6.5	62	100.0	---	---	1,130	39	3.5
Pennsylvania	67	11	16.4	67	100.0	---	---	1,342	74	5.5
Great Lakes	436	171	39.2	429	98.4	7	1.6	10,727	4,219	39.3
Illinois	102	34	33.3	97	95.1	5	4.9	1,961	398	20.3
Indiana	92	35	38.0	91	98.9	1	1.1	985	318	32.3
Michigan	83	37	44.6	83	100.0	---	---	2,829	1,172	41.4
Ohio	88	25	28.4	88	100.0	---	---	1,167	258	22.1
Wisconsin	71	40	56.3	70	98.6	1	1.4	3,785	2,073	54.8
Plains	619	452	73.0	611	98.7	8	1.3	18,231	12,757	70.0
Iowa	99	69	69.7	99	100.0	---	---	2,304	1,573	68.3
Kansas	105	64	61.0	104	99.0	1	1.0	2,875	1,489	51.8
Minnesota	87	66	75.9	85	99.7	2	2.3	2,565	2,047	79.8
Missouri	114	88	77.2	114	100.0	---	---	2,440	1,761	72.2
Nebraska	93	70	75.3	91	97.8	2	2.2	3,967	2,875	72.5
North Dakota	53	44	83.0	53	100.0	---	---	1,659	1,285	77.5
South Dakota	68	51	75.0	65	95.6	3	4.4	2,421	1,727	71.3
Upper Southeast	368	269	73.1	109	29.6	259	70.4	557	365	65.5
Kentucky	120	94	78.3	70	58.3	50	41.7	221	152	68.8
Tennessee	95	77	81.1	39	41.1	56	58.9	151	115	76.2
Virginia	98	[5] 66	[5] 67.3	---	---	98	100.0	130	66	50.8
West Virginia	55	32	58.2	---	---	55	100.0	55	32	58.2
Lower Southeast	660	459	69.5	300	45.5	360	54.5	1,307	886	67.8
Alabama	67	45	67.2	31	46.3	36	53.7	112	60	53.6
Arkansas	75	62	82.7	75	100.0	---	---	442	338	80.1
Florida	67	27	40.3	---	---	67	100.0	67	27	40.3
Georgia	159	121	76.1	36	22.6	123	77.4	198	136	68.7
Louisiana	64	36	56.3	4	6.3	60	93.7	67	36	53.7
Mississippi	82	70	85.4	80	97.6	2	2.4	161	123	76.4
North Carolina	100	69	69.0	52	52.0	48	48.0	173	107	61.8
South Carolina	46	29	63.0	22	47.8	24	52.2	107	59	55.1
Southwest	377	185	49.1	345	91.5	32	8.5	3,721	1,676	45.0
Arizona	14	1	7.1	14	100.0	---	---	246	15	6.1
New Mexico	32	11	34.4	30	93.8	2	6.2	95	32	33.7
Oklahoma	77	44	57.1	77	100.0	---	---	1,629	866	53.2
Texas	254	129	50.8	224	88.2	30	11.8	1,751	763	43.6
Rocky Mountain	215	130	60.5	174	80.9	41	19.1	2,104	1,117	53.1
Colorado	63	41	65.1	58	92.1	5	7.9	709	413	58.3
Idaho	44	27	61.4	31	70.5	13	29.5	156	78	50.0
Montana	56	36	64.3	56	100.0	---	---	961	524	54.5
Utah	29	17	58.6	7	24.1	22	75.9	40	20	50.0
Wyoming	23	9	39.1	22	95.7	1	4.3	238	82	34.5
Far West	150	50	33.3	126	84.0	24	16.0	2,989	415	13.9
California	58	15	25.9	54	93.1	4	6.9	1,821	172	9.4
Nevada	17	11	64.7	---	---	17	100.0	17	11	64.7
Oregon	36	12	33.3	34	94.4	2	5.6	684	128	18.7
Washington	39	12	30.8	38	97.4	1	2.6	467	104	22.3

[1] Data from Statistics of Rural Schools--A U.S. Summary, Circular No. 565, table 1, p. 13, U. S. Office of Education.

[2] Source: Biennial Survey of Education in the United States--1954-56, Chapter 3, Statistics of Local School Systems: 1955-56, Section 3, table A, p. 3, U.S. Office of Education.

[3] Source: Governments in the United States, Vol. I, No. 1, 1957, supplemented from files of the Governments Division of the U. S. Bureau of the Census.

[4] None of the counties of Connecticut, Rhode Island, Delaware, and New Jersey qualified as rural according to the criteria used.

[5] Among the Virginia counties identified as rural, there are 10 cases in which two counties are combined to form a school division, each of which is here regarded as one.

BEST COPY AVAILABLE

TABLE 2.--Selected indexes of size of operating rural school districts[1] compared to all public school districts, by region and State: 1955-56

Region and State	Average number of square miles per district[2]		Average number of public schools[3] per district		Average enrollment per district		Average instructional staff per district	
	Total State	Rural Counties	Total State	Rural Counties	Total State	Rural Counties	Total State	Rural Counties
1	2	3	4	5	6	7	8	9
Continental United States	67	69	3.0	2.4	703	288	27	12
New England	43	67	4.1	2.2	1,086	193	45	8
Connecticut	29	--	5.4	--	2,286	---	94	--
Maine	68	85	2.9	2.3	386	203	16	8
Massachusetts	22	15	6.4	1.3	2,188	177	92	10
New Hampshire	42	63	2.4	1.8	416	195	17	8
Rhode Island	27	--	9.2	--	3,008	---	123	--
Vermont	37	44	2.8	2.4	286	177	12	7
Mideast	37	102	4.5	4.3	1,858	990	76	41
Delaware	116	--	9.2	--	3,840	---	168	--
Maryland	412	399	42.0	20.6	20,644	5,357	754	209
New Jersey	14	--	3.6	--	1,607	---	69	--
New York	42	80	4.5	2.6	2,184	565	92	28
Pennsylvania	34	77	4.1	3.2	1,322	683	53	28
Great Lakes	23	23	2.2	1.5	555	164	22	7
Illinois	29	38	2.7	1.8	758	245	31	11
Indiana	37	42	3.1	2.2	893	405	33	16
Michigan	20	20	2.0	1.3	484	135	19	5
Ohio	35	43	3.5	2.2	1,386	520	51	19
Wisconsin	14	16	1.4	1.3	158	83	7	4
Plains	28	29	1.6	1.5	156	89	7	5
Iowa	24	25	2.8	2.5	239	162	12	9
Kansas	29	34	1.2	1.2	151	71	7	4
Minnesota	31	27	2.0	1.3	231	120	10	6
Missouri	28	31	1.7	1.5	304	155	11	6
Nebraska	19	20	1.2	1.2	65	37	3	2
North Dakota	42	43	1.7	1.9	76	61	4	4
South Dakota	32	33	1.4	1.5	57	39	3	3
Upper Southeast	261	305	25.3	24.2	4,598	3,120	165	111
Kentucky	180	209	20.0	19.5	2,707	2,204	97	76
Tennessee	277	294	23.5	21.7	5,000	2,956	173	104
Virginia	304	479	20.5	25.4	5,770	4,727	215	168
West Virginia	438	465	63.1	53.2	8,326	4,748	304	181
Lower Southeast	297	291	15.7	12.2	4,183	2,666	146	91
Alabama	456	547	34.9	30.1	6,548	4,540	227	164
Arkansas	125	126	5.3	3.1	992	809	34	27
Florida	810	666	25.2	12.4	10,956	2,507	411	104
Georgia	295	331	14.5	12.0	4,362	2,814	151	97
Louisiana	674	745	30.3	25.6	8,941	5,656	326	215
Mississippi	293	325	19.0	19.8	3,300	3,185	104	99
North Carolina	284	320	17.8	17.2	5,918	4,919	204	165
South Carolina	283	309	15.9	13.6	5,264	4,144	179	139
Southwest	153	127	2.8	2.1	718	271	27	12
Arizona	462	745	2.2	1.3	907	225	34	9
New Mexico	1,279	1,309	8.3	7.2	1,956	889	78	39
Oklahoma	42	44	2.0	1.7	308	161	12	7
Texas	150	159	3.3	2.4	1,005	370	38	17
Rocky Mountain	244	269	2.0	1.8	413	180	17	9
Colorado	147	156	1.7	1.4	461	154	18	8
Idaho	531	716	4.2	3.5	930	618	35	25
Montana	152	166	1.3	1.5	134	83	7	5
Utah	2,099	2,847	13.4	8.4	4,966	1,463	178	60
Wyoming	410	435	2.8	3.0	507	204	24	11
Far West	144	328	2.7	1.8	1,141	285	43	13
California	86	131	2.7	1.5	1,351	232	90	10
Nevada	6,458	5,429	13.8	7.3	3,083	885	124	39
Oregon	141	261	1.9	1.8	495	351	21	15
Washington	143	164	3.3	1.7	1,202	230	45	10

[1] The number of operating districts was derived from the total number of school systems minus the systems not operating schools, 1957 Census of Governments, Table 9, p. 21-22, U.S. Bureau of the Census.

[2] Includes "land area" only, meaning dry land and land temporarily or partially covered by water--marshes, swamps, flood plains, lakes, and ponds less than one-eighth of a statute mile in width or 40 acres in area.

[3] Each elementary and secondary school, regardless of grade combination, is counted as a school even though more than one is housed in the same building.

BEST COPY AVAILABLE

TABLE 1.--Percentage distribution of total school districts,[1] by enrollment size, by region and State: 1955-56[2]

Region and State	Total	Enrollment size group (number of pupils enrolled, October 1956)								
		0[3]	1 to 14	15 to 49	50 to 149	150 to 299	300 to 599	600 to 1,199	1,200 to 2,999	3,000 or more
1	2	3	4	5	6	7	8	9	10	11
Continental United States	100.0	16.5	16.9	24.2	11.7	7.8	7.6	6.1	5.4	3.8
New England	100.0	3.3	2.0	7.5	23.5	17.3	14.9	12.4	11.4	7.8
Connecticut	100.0	---	---	---	8.6	12.3	17.1	22.4	18.2	21.2
Maine	100.0	5.4	3.9	10.3	31.0	19.8	13.8	9.1	5.4	1.2
Massachusetts	100.0	.8	1.1	2.5	9.6	11.0	15.0	17.8	23.8	18.1
New Hampshire	100.0	5.2	1.7	9.6	32.3	19.7	15.3	10.5	3.5	2.2
Rhode Island	100.0	---	---	---	2.6	5.1	17.9	10.3	46.2	17.9
Vermont	100.0	3.5	1.2	13.2	33.3	24.0	14.7	6.6	3.1	.4
Mideast	100.0	40.5	1.2	3.8	6.1	6.7	10.2	12.0	13.4	6.0
Delaware	100.0	---	---	---	---	---	5.9	23.5	41.2	29.4
Maryland	100.0	---	---	---	---	---	---	---	---	100.0
New Jersey	100.0	4.4	---	.5	7.6	11.0	23.1	20.2	20.4	12.6
New York	100.0	32.3	3.5	8.7	6.5	5.6	9.0	13.4	13.7	7.1
Pennsylvania	100.0	[4]53.0	.1	1.6	5.7	6.5	8.5	9.6	11.9	3.0
Great Lakes	100.0	4.7	7.0	36.6	15.1	9.5	10.4	8.7	5.7	2.4
Illinois	100.0	1.6	4.7	20.3	23.0	13.7	14.0	12.3	7.6	2.9
Indiana	100.0	4.4	---	1.0	15.9	23.9	28.1	14.8	8.9	3.5
Michigan	100.0	12.0	3.6	47.4	12.9	5.7	4.9	6.8	4.3	2.3
Ohio	100.0	.1	.2	1.2	11.6	15.0	24.0	23.0	18.1	6.9
Wisconsin	100.0	1.6	14.9	56.4	13.7	4.9	4.1	2.6	1.2	.5
Plains	100.0	23.2	29.5	26.7	8.8	4.8	3.8	1.8	.9	.5
Iowa	100.0	37.1	11.7	19.9	11.9	8.2	6.9	2.6	1.0	.6
Kansas	100.0	8.4	31.9	29.6	18.0	6.1	2.9	1.7	.8	.5
Minnesota	100.0	26.3	21.3	33.1	5.5	2.9	5.4	3.1	1.6	.9
Missouri	100.0	24.6	16.0	33.4	8.1	5.8	6.0	3.6	1.9	.8
Nebraska	100.0	19.7	50.5	19.1	5.0	3.2	1.9	.5	.3	.2
North Dakota	100.0	17.0	26.5	36.0	11.6	5.1	3.1	.4	.3	.2
South Dakota	100.0	26.4	38.8	24.3	5.0	3.3	1.3	.6	.2	.1
Upper Southeast	100.0	.2	---	---	.2	1.8	7.4	12.6	34.5	43.4
Kentucky	100.0	---	---	---	.5	3.2	14.0	18.6	39.4	24.4
Tennessee	100.0	---	---	---	---	1.3	6.6	13.9	31.8	46.4
Virginia	100.0	.8	---	---	---	.8	---	4.6	33.1	60.8
West Virginia	100.0	---	---	---	---	---	---	3.6	25.5	70.9
Lower Southeast	100.0	.1	---	.2	1.8	6.0	13.4	12.7	24.8	40.9
Alabama	100.0	---	---	---	---	---	.9	7.1	20.5	71.4
Arkansas	100.0	.2	---	.7	4.7	17.5	36.4	21.7	14.4	4.3
Florida	100.0	---	---	---	---	---	4.5	11.9	26.9	56.7
Georgia	100.0	---	---	---	---	.5	1.5	9.1	48.0	40.9
Louisiana	100.0	---	---	---	---	---	---	---	7.5	92.5
Mississippi	100.0	---	---	---	2.5	1.9	8.1	15.5	24.8	47.2
North Carolina	100.0	---	---	---	---	---	---	4.0	27.7	68.2
South Carolina	100.0	---	---	---	---	.9	.9	7.5	32.7	57.9
Southwest	100.0	1.8	5.3	24.9	19.9	16.6	12.4	9.0	6.4	3.6
Arizona	100.0	2.8	9.9	19.4	17.4	15.0	9.5	10.3	8.7	7.1
New Mexico	100.0	---	---	---	3.2	13.7	25.3	18.9	25.3	13.7
Oklahoma	100.0	.9	8.2	39.3	20.7	14.2	9.1	4.1	2.3	1.2
Texas	100.0	2.7	2.2	13.9	20.4	19.2	15.1	12.8	8.9	4.7
Rocky Mountain	100.0	17.1	26.6	20.4	14.0	7.3	5.6	3.8	3.1	2.0
Colorado	100.0	24.3	16.7	19.2	17.1	9.0	6.3	4.0	2.0	1.5
Idaho	100.0	7.1	6.5	11.3	15.5	11.9	12.5	15.5	12.5	7.1
Montana	100.0	16.4	38.8	22.7	10.3	4.6	3.7	1.5	1.6	.4
Utah	100.0	---	---	---	2.5	---	10.0	20.0	22.5	45.0
Wyoming	100.0	3.3	25.6	23.6	20.3	11.4	6.5	3.7	4.5	1.2
Far West	100.0	2.1	7.0	17.6	19.9	13.2	11.9	10.7	10.0	7.6
California	100.0	1.0	6.6	17.1	18.3	12.2	12.0	12.1	11.2	9.6
Nevada	100.0	---	---	---	11.8	5.9	17.6	11.8	35.3	17.6
Oregon	100.0	5.8	8.0	20.5	25.5	15.6	10.1	6.7	5.8	2.1
Washington	100.0	.8	7.6	15.5	18.0	13.6	14.2	11.3	11.0	7.9

[1] Includes all school districts which are independent "governmental" units, plus the "dependent" school systems operated by some other type of local government--county, city, or town.

[2] Source of data: 1957 Census of Governments, Vol. I, No. 1, Table 9, pp. 21-22, U.S. Bureau of the Census.

[3] Pupils living in districts of the zero-size group attend and are counted in adjacent districts.

[4] Percentage of districts not operating schools is unusually high in Pennsylvania because local districts operating schools only through a jointure are counted as nonoperating. See source cited in footnote 2 above.

Note: Because of rounding, detail may not add to totals.

BEST COPY AVAILABLE

TABLE 4.--Number and percent of operating school districts employing size of staff indicated: 1957-58 1/

Region and State	Total number of school districts		1-9 staff members		10-39 staff members		40 or more staff members	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9
Continental United States.....	41,429	100	21,365	52	12,272	30	7,792	18
New England.....	1,483	100	616	42	527	36	340	22
Connecticut.....	170	100	27	16	67	39	76	45
Maine.....	458	100	2/ 250	55	173	38	33	7
Massachusetts.....	343	100	73	21	100	29	170	50
New Hampshire.....	218	100	121	56	77	35	20	9
Rhode Island.....	39	100	1	3	11	28	27	69
Vermont.....	255	100	144	56	99	39	12	5
Mideast.....	4,029	100	473	12	1,406	35	2,150	53
Delaware.....	98	100	32	33	20	20	26	27
Maryland.....	2/ 24	100	---	---	---	---	24	100
New Jersey.....	2/ 536	100	2/ 77	14	2/ 259	49	2/ 200	37
New York.....	1,002	100	2/ 152	15	2/ 350	35	2/ 500	50
Pennsylvania.....	2,369	100	2/ 192	8	777	33	2/ 1,400	59
Great Lakes.....	9,693	100	5,908	61	1,699	18	2,086	21
Illinois.....	1,770	100	400	23	170	10	1,200	67
Indiana.....	985	100	264	27	571	58	150	15
Michigan.....	2,441	100	1,853	76	308	13	280	11
Ohio.....	1,023	100	165	16	485	48	373	36
Wisconsin.....	3,474	100	3,226	93	165	5	83	2
Plains.....	19,980	100	10,061	63	5,298	33	561	4
Iowa.....	1,479	100	829	56	462	31	188	13
Kansas.....	2,693	100	2,295	85	335	13	63	2
Minnesota.....	2,212	100	908	41	1,171	53	133	6
Missouri.....	1,990	100	756	39	1,082	55	112	6
Nebraska.....	3,376	100	2/ 2,470	69	1,074	30	32	1
North Dakota.....	2/ 1,690	100	2/ 1,510	91	126	8	14	1
South Dakota.....	2/ 2,360	100	2/ 1,293	55	1,048	44	19	1
Upper Southeast.....	553	100	6	1	92	17	455	82
Kentucky.....	219	100	5	2	56	26	154	72
Tennessee.....	131	100	1	1	29	19	123	80
Virginia.....	130	100	---	---	7	5	123	95
West Virginia.....	55	100	---	---	---	---	55	100
Lower Southeast.....	1,299	100	46	4	327	25	926	71
Alabama.....	112	100	2/ ---	---	5	4	107	96
Arkansas.....	422	100	2/ 46	11	283	67	93	22
Florida.....	67	100	---	---	2	3	65	97
Georgia.....	199	100	---	---	13	7	186	93
Louisiana.....	67	100	---	---	---	---	67	100
Mississippi.....	151	100	---	---	20	13	131	87
North Carolina.....	174	100	---	---	4	2	170	98
South Carolina.....	107	100	---	---	---	---	107	100
Southwest.....	3,522	100	1,624	46	1,398	40	500	14
Arizona.....	2/ 296	100	2/ 148	50	99	33	2/ 49	17
New Mexico.....	2/ 114	100	2/ 15	13	54	48	2/ 45	39
Oklahoma.....	1,407	100	793	56	531	38	83	6
Texas.....	1,705	100	668	39	714	42	323	19
Rocky Mountain.....	2,030	100	1,191	59	678	33	161	8
Colorado.....	665	100	220	33	398	60	47	7
Idaho.....	153	100	44	29	67	44	42	27
Montana.....	936	100	775	83	139	15	22	2
Utah.....	40	100	1	3	9	22	30	75
Wyoming.....	236	100	151	64	65	28	20	8
Far West.....	2,900	100	1,440	50	847	29	613	21
California.....	1,788	100	900	50	479	27	409	23
Nevada.....	17	100	2	12	3	18	12	70
Oregon.....	658	100	363	55	215	33	80	12
Washington.....	437	100	175	40	150	34	112	26

1/ Data drawn from a survey of the Status of School Districts in the United States: 1957-58, National Education Association, Rural Service (mimeographed).

2/ Data for 1956-57.

3/ Partially estimated.

BEST COPY AVAILABLE

TABLE 9.--Selected indexes of size of public elementary and secondary[1] schools in rural counties, by region and State: 1955-56

Region and State	Average enrollment per school			Average instructional staff[2] per school[3]			Average number of pupils enrolled per classroom teacher		
	Elementary and secondary	Elementary only	Secondary only	Elementary and secondary	Elementary only	Secondary only	Elementary and secondary	Elementary only	Secondary only
1	2	3	4	5	6	7	8	9	10
Total 44 States	119.6	106.8	177.2	4.8	3.7	8.7	26.1	29.3	20.3
New England	87.6	80.8	124.3	3.6	3.0	6.0	25.4	27.2	20.7
Maine	89.3	84.9	112.0	3.6	3.0	5.4	26.4	28.4	20.7
Massachusetts	137.7	137.2	98.7	7.6	7.0	8.3	18.5	22.5	11.8
New Hampshire	108.6	97.1	251.5	4.4	3.7	11.0	25.5	26.1	22.9
Vermont	74.5	63.6	137.3	3.1	2.4	6.1	24.9	26.0	22.4
Mideast	231.5	191.7	346.7	9.6	6.2	17.1	25.7	30.8	20.3
Maryland	260.6	214.5	392.3	10.2	6.5	17.4	28.0	33.0	22.6
New York	220.5	216.1	228.1	10.8	7.1	15.4	21.7	30.4	14.8
Pennsylvania	213.4	166.9	391.7	8.7	5.7	18.1	25.7	29.1	21.6
Great Lakes	112.5	95.5	195.1	4.6	3.4	9.7	25.1	28.2	20.1
Illinois	138.7	126.3	192.0	6.2	5.0	10.8	22.9	25.4	17.8
Indiana	184.8	191.3	170.1	7.1	5.9	8.5	27.6	32.2	20.1
Michigan	107.2	79.4	305.0	4.2	2.8	13.7	26.1	28.8	22.2
Ohio	233.0	252.8	194.1	8.7	7.6	9.9	27.8	33.2	19.7
Wisconsin	63.9	51.6	152.4	2.9	2.1	7.8	22.5	24.0	19.4
Plains	58.8	48.9	127.6	3.0	2.2	8.2	20.1	22.6	15.5
Iowa	65.8	56.4	131.1	3.5	2.4	9.8	19.5	23.1	13.3
Kansas	61.3	55.1	87.1	3.8	2.8	6.8	17.1	19.7	12.8
Minnesota	90.7	69.2	230.7	4.2	2.5	14.3	22.3	27.9	16.1
Missouri	106.5	96.3	197.9	4.2	3.3	7.9	26.3	29.4	19.9
Nebraska	31.6	26.0	87.0	2.0	1.6	5.7	16.2	16.5	15.4
North Dakota	33.0	28.5	63.8	2.0	1.7	3.9	17.0	17.2	16.3
South Dakota	25.8	20.8	91.9	1.7	1.3	6.3	15.4	15.7	14.5
Upper Southeast	128.9	110.1	272.1	4.6	3.4	11.2	[4]29.6	[4]32.0	[4]24.2
Kentucky	113.0	97.3	260.7	3.9	3.0	10.1	[4]30.5	[4]32.1	[4]25.8
Tennessee	136.4	120.6	245.5	4.8	3.8	10.2	[4]29.7	[4]31.9	[4]24.0
Virginia	186.3	168.2	270.1	6.6	4.9	12.4	29.8	34.2	21.9
West Virginia	89.3	66.5	366.8	3.4	2.4	13.6	27.5	27.8	26.9
Lower Southeast	218.5	224.8	203.0	7.5	6.6	8.6	30.6	34.3	23.6
Alabama	151.1	132.6	193.5	5.5	4.4	7.4	28.6	30.4	26.2
Arkansas	260.9	261.3	260.2	8.8	7.7	9.8	30.9	34.1	26.5
Florida	201.5	188.7	230.9	8.4	6.7	10.2	25.9	28.0	22.6
Georgia	235.2	239.1	224.8	8.1	7.2	9.5	29.9	33.0	23.6
Louisiana	221.3	257.0	151.0	8.4	7.6	8.1	28.4	33.7	18.6
Mississippi	160.8	169.1	133.0	5.0	4.1	7.1	33.8	41.7	18.7
North Carolina	286.6	322.7	203.5	9.6	9.5	7.9	31.6	33.8	25.6
South Carolina	304.1	296.6	324.7	10.2	8.8	13.0	30.6	33.7	24.9
Southwest	127.8	135.3	111.9	5.7	5.0	6.5	23.2	26.8	17.3
Arizona	177.4	189.5	132.0	7.0	6.4	5.8	28.3	29.6	23.0
New Mexico	123.1	114.4	163.5	5.4	4.2	9.0	24.2	27.0	18.2
Oklahoma	95.8	88.3	114.1	4.2	3.5	5.7	23.3	25.4	20.2
Texas	153.1	178.6	107.1	7.0	6.5	6.9	23.1	27.4	15.6
Rocky Mountain	99.7	92.0	126.6	4.9	3.9	7.5	21.3	23.7	16.9
Colorado	110.5	120.7	89.8	6.0	5.4	6.5	19.1	22.2	13.7
Idaho	177.8	179.9	172.0	7.2	6.0	9.2	26.0	30.2	18.7
Montana	57.1	49.1	108.0	3.2	2.5	6.5	18.9	19.8	16.5
Utah	175.2	145.5	248.9	7.2	4.9	9.8	27.8	29.7	25.3
Wyoming	68.5	60.8	118.2	3.9	2.9	8.7	18.4	20.7	13.6
Far West	161.2	156.8	176.3	7.1	5.7	9.7	24.4	27.4	18.2
California	158.3	136.6	293.2	7.0	5.1	14.9	24.6	27.0	19.6
Nevada	121.7	118.5	133.4	5.4	4.9	7.1	23.9	26.1	18.7
Oregon	194.4	200.0	178.1	8.4	7.1	10.3	24.7	28.3	17.4
Washington	139.0	151.5	110.9	6.2	5.6	6.5	23.7	27.0	17.1

[1] Includes junior high school, special and postgraduate secondary enrollments.

[2] Includes principals, supervisors, classroom teachers, and other non-supervisory instructional staff such as guidance officers, librarians, etc. Does not include clerks.

[3] Total enrollment and total instructional staff divided by number of schools. Each elementary and secondary school organization was counted as a school even though both may be housed in one building.

[4] Breakdown of enrollment by elementary and secondary is partially estimated.

BEST COPY AVAILABLE

TABLE 6.--Percentage relationships of teachers in one-teacher schools in 1957-58 to those in 1917-18[1], to all schools in 1957-58, and to all teachers in 1957-58[2]

Region and State	Number of one-teacher schools		Percent ratio of one-teacher schools, 1917-18 to 1957-58 (Col. 3 ÷ Col. 2)	All schools: 1957-58[2]		All teachers: 1957-58[2]	
	1917-1918	1957-1958[2]		Number	Percent one-teacher schools (Col. 3 ÷ Col. 5)	Number	Percent one-teacher schools (Col. 3 ÷ Col. 7)
1	2	3	4	5	6	7	8
Continental United States	196,037	25,200	12.9	[4]121,534	20.7	[4]1,254,689	2.0
New England	6,147	520	8.5	5,965	8.7	67,879	0.8
Connecticut	751	9	1.2	932	1.0	17,233	0.1
Maine	[5]2,283	242	10.6	[6]1,233	19.6	7,279	3.3
Massachusetts	[5]801	[7]41	5.1	[6]2,290	1.8	31,812	0.1
New Hampshire	[5]950	[7]58	6.1	[7]505	11.5	[7]3,947	[8]1.5
Rhode Island	[5]112	[7]1	0.9	[7]159	0.1	4,725	
Vermont	1,250	169	13.5	648	26.1	2,883	5.9
Mideast	21,413	549	2.6	13,919	3.9	241,055	0.2
Delaware	331	22	6.6	188	11.7	3,121	0.7
Maryland	1,676	27	1.6	1,053	2.6	19,604	[8]0.1
New Jersey	760	3	0.4	1,976	0.2	40,332	
New York	[5]8,800	97	1.1	[5]5,276	1.8	108,095	0.1
Pennsylvania	9,846	400	4.1	[7]5,470	7.3	69,903	0.6
Great Lakes	[5]38,659	3,830	9.9	[5]20,707	18.5	244,591	1.6
Illinois	[5]11,000	439	4.0	4,719	9.3	62,989	0.7
Indiana	5,396	88	1.6	[5]2,853	3.1	32,398	0.3
Michigan	7,206	1,258	17.5	[5]5,256	23.9	57,438	2.2
Ohio	8,326	37	0.4	4,149	0.9	63,382	0.1
Wisconsin	6,731	2,012	29.9	3,734	53.9	27,884	7.2
Plains	51,956	13,641	26.3	25,689	53.1	127,794	10.7
Iowa	11,340	2,067	18.2	4,464	46.3	27,094	7.6
Kansas	7,730	[7]1,497	19.4	3,294	45.4	[7]19,863	7.5
Minnesota	8,231	[7]1,942	23.6	[7]3,830	50.7	[7]24,943	7.8
Missouri	9,000	1,126	12.5	[7]3,593	31.3	27,883	4.0
Nebraska	6,638	2,812	42.4	4,385	64.1	13,418	21.0
North Dakota	[5]4,400	[7]1,730	39.3	2,741	63.1	[7]6,773	25.5
South Dakota	[5]4,617	[7]2,467	53.4	[7]3,382	72.9	[7]7,820	31.5
Upper Southeast	21,876	3,654	16.7	13,036	28.0	89,170	4.1
Kentucky	7,205	1,523	21.1	4,039	37.7	22,645	6.7
Tennessee	4,977	[7]567	11.4	[7]3,312	17.1	[7]24,410	2.3
Virginia	4,128	[7]392	9.5	[7]2,588	15.1	[7]26,880	1.5
West Virginia	5,566	1,172	21.1	3,097	37.8	15,235	7.7
Lower Southeast	30,276	1,101	3.6	19,257	5.7	199,609	0.6
Alabama	3,561	296	8.3	3,669	8.1	25,321	1.2
Arkansas	5,120	151	2.9	2,109	7.2	14,196	1.1
Florida	1,978	44	2.2	[10]1,715	2.5	11,491	0.1
Georgia	5,311	60	1.1	[10]2,866	2.1	30,668	0.2
Louisiana	1,941	38	2.0	1,903	2.0	22,646	0.2
Mississippi	4,371	424	9.7	[7]3,543	10.7	[7]16,482	2.6
North Carolina	4,681	[7]67	1.4	[7]3,011	2.2	[7]34,318	0.2
South Carolina	3,313	21	0.6	1,421	1.5	20,525	0.1
Southwest	11,713	696	5.9	9,861	7.1	108,524	0.6
Arizona	[5]287	[7]45	15.7	[7]574	7.8	[7]9,700	0.5
New Mexico	748	[7]80	10.7	[7]702	11.4	[7]6,819	1.2
Oklahoma	4,805	408	8.5	2,884	14.1	19,482	2.1
Texas	[5]5,873	163	2.8	5,697	2.9	72,523	0.2
Rocky Mountain	7,598	1,303	17.1	4,932	26.4	37,271	3.5
Colorado	[5]2,222	209	9.4	1,434	14.6	14,173	1.5
Idaho	[5]1,295	71	5.5	631	10.9	5,447	1.3
Montana	2,791	723	25.9	1,428	50.6	6,813	10.6
Utah	138	19	13.8	540	3.5	7,199	0.3
Wyoming	[5]1,150	281	24.4	579	48.5	3,461	8.1
Far West	6,399	489	7.6	8,282	5.9	138,803	0.4
California	2,374	300	12.6	5,197	5.8	99,613	0.3
Nevada	114	48	42.1	214	22.4	2,310	2.2
Oregon	1,950	93	4.8	1,313	7.1	14,686	0.6
Washington	1,761	48	2.7	1,558	3.1	22,274	0.2

1/ Source of data: The One-Teacher School-Its Midcentury Status, Circular No. 314 (1950), table 2, page 19, U. S. Office of Education.

2/ Source of data: Preliminary Statistics of State School Systems: 1957-58, Circular No. 605 (1959), table 3, page 6, U. S. Office of Education. Data for continental United States include estimates for nonreporting States, therefore detail does not equal totals.

3/ The figure for all teachers includes other nonsupervisory instructional staff such as librarians, guidance and psychological personnel. Also, the number of teachers in one-teacher schools is the same as the number of one-teacher schools.

4/ Each elementary and secondary school, regardless of grade combination, is counted as a school even though more than one is housed in the same building. Schools and teachers from District of Columbia omitted from totals.

5/ Data partially estimated.

6/ Number of buildings.

7/ Data for 1956-57.

8/ Less than 0.05 percent.

9/ Attendance centers.

10/ Data for 1955-56.

U.S. GOVERNMENT PRINTING OFFICE : 1959 O - 531561

BEST COPY AVAILABLE